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ABSTRACT

The degree of influence of selected factors upon effective teaching is investigated, as perceived by students through the criterion of their academic performance. A 2-part questionnaire was developed and presented to 528 graduating high school students in Cyprus in 1994-95. Part 1 consisted of four questions on student gender, academic performance, and area of studies. Part 2 consisted of 41 statements or factors of effective teaching; each factor was rated individually and as part of the group by the students. Grade point average was the criterion for viewing the data of this study; 4 groups of students were identified based on grade point. Results yielded 26 forms of effective teaching based on this average. Overall, the seven most important factors associated with promoting effective teaching, as perceived by students, were: (1) correction of student errors; (2) variety in teaching practices; (3) display of teacher liveliness during the lesson and eye contact with students; (4) movement of teacher around the room; (5) ending the lesson with a content review; (6) clear and complete directions by the teacher; and (7) the use of appropriate student ideas. It was found that teacher effectiveness is viewed differently by good and poor students: the higher the academic performance of the student, the higher the degree of recognition of forms of effective teaching. Appendixes include the survey instrument presented in both English and Greek. (Contains 51 references.) (NAV)

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TEACHING VIEWED THROUGH STUDENT PERFORMANCE AND SELECTED EFFECTIVENESS FACTORS

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TEACHING VIEWED THROUGH STUDENT PERFORMANCE AND SELECTED EFFECTIVENESS FACTORS

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INTRODUCTION

Abstract This study investigates the degree of influence of selected factors upon effective teaching as perceived by students through the criterion of their academic performance. It was found that certain teaching factors are considered effective by students; however, oftentimes, teacher effectiveness is viewed differently by student groups forumlated on their academic performance as criterion. The higher the academic performance the higher the degree of effective teaching recognition.

A new concept of teaching is consistently pursued in recent research studies. This new approach is centered around the idea of effectiveness in teaching teacher effectiveness. The emphasis is not what one believes to be good teaching but on what the test results imply effective teaching. Through this approach the emphasis lies on the characteristics and teacher behavior conducive to expected learning outcomes for students.

The question is which mode of application of a teaching method would result in the fulfillment of the objective of a

lesson and the goals of teaching. The question posed deals with identifying those strategies, methods, actions, tasks which, if employed by a teacher, would easier would faster, help the individual student and the class as a whole to succeed in their short and long term learning objectives.

In this study effective teaching refers to the study of instructional phenomena on the basis of learning outcomes, as those are demonstrated or implied in planning, implementing and evaluating teaching (Papandreou, 1993).

Of course according to Anderson (1991),

> "effective teachers are those who achieve the goals they set for themselves or have set for them by others (e.g. school administrators, ministries of education)... A corollary of the definition is that effective teachers must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved".

In Medley's (1982) terms, the possession of knowledge and skills falls under the rubic of teacher competence. In contrast, the use of knowledge and skills in the classroom is referred to as teacher performance. Thus those who investigate and attempt to understand teacher effectiveness must be able to link teacher competence and teacher performance with the accomplishments of teacher goals (that is, teacher effectiveness).

According to McGreal (1983) recent research findings on effective teaching formulate the basis for recommendations on teaching subjects. In most cases, research on teacher effectiveness is defined as those studies which combine teaching behavior with student achievement. Effectiveness is described by Biddle & Dunkin (1987) as those results reflecting the teacher and the objectives of education, and they focus on the changes

in student attitude and knowledge.

There are several studies of effective teaching, for example, Rosenshine & Furst, 1971; Rosenshine & Stevens, 1986; Rosenshine, 1971, 1982; Dunkin & Biddle, 1974; Good & Brophy, 1987; Medley, 1977; Peterson & Walberg, 1979; Papandreou, 1995. It can be said that these studies and others describe effectiveness in teaching the degree to which students are benefited from instruction so that appropriately set lesson obejectives are implemented to the highest possible level.

However, it must be noted (McGreal, 1983), that there is not, as yet, predetermined generally accepted model of instruction which must be followed before effective teaching takes place. There is no best way of teaching. Teaching is implemented through a variety of teaching instruments. The more instruments a teacher owns the more chances he/she has to make a better selection of method and content. However, even though effective teaching is based on selection it's not any choice that is going to bring out results.

In addition (Darling - Hammond, et. al., 1993) effective teaching techniques vary according to subject, level, teaching objective, and student characteristics - learning style development stage, interests, attitudes, motives, and prior knowledge.

In view of the research findings on effective teaching, it is not clear whether this approach is accepted or recognized by students, whose role is of cardinal importance in implementing the instructional program, and if accepted to what degree are the various elements of identified effectiveness elements influence

teaching as perceived by students according to their demonstrated academic performance? Or is, or is it not, student performance a variability criterion through which effective teaching is viewed?

The Problem

This study investigates perceptively whether students sense and/or accept, the elements of selected factors of teacher effectiveness and the impact each selected teacher effectiveness factor had on students on the basis of group student academic performance.

This investigation is a contribution towards (a) the promotion of the climate for moving forward, from the idea of good teaching (good teacher) to the idea of effective teaching (effective teacher), (b) the identification of the degree of influence of selected elements of teacher effectiveness as those elements are described by students of varied academic performance who had a student experience of at least 11 years in several schools and levels of education, having in mind that the "the verification of student perceptions in reference to their thinking on effective teaching and learning is significant per se" (Solas, 1992).

Effective Teaching

Supposedly, the teacher is a very important factor in promoting effective teaching. He/she is expected to develop a

mode of behavior and exhibit certain characteristics conducive to expected learning outcomes. Which are these elements? Which activities and actions are promoting effective teaching so that parents, and society in general, trust that students are effectively dealt with in their classroom and that the quality of instruction received is going to reflect what they need when they leave school or graduate?

As Borich (1988) indicates, comparisons in society ethics and morals were proved impractical and impossible to teach. Comparisons with the psychological traits of teachers were proved to have limited relation to what really happens in the classroom. This lead researchers to study certain types of teacher behavior in relation to the cognitive and affective behavior of students. This attempt of defining good teaching was transformed to that of describing the effects of teaching upon students. Slavin (1994b) certifies that effective teaching is not just good teachers. If it were, most probably the best teachers would have been videotaped and their lessons presented to other groups of students.

Slavin (1994a) associates effective teaching with what he calls "quality of instruciton". He identifies high quality of instruciton with the sensible, interesting, and easy to remember and apply information presented to students.

Related research studies are those described by Slavin (1994a) which embody the principles of instructional quality. For example teachers must present information in an organized orderly way (Kallison, 1986), note transitions to new topics (Smith & Cotton, 1980), use clear and simple language (Land, 1987), use

many vivid images and examples (Hiebert, Wearne, & Taber, 1991; Mayer & Gallini, 1990), and frequently restate essential principles (Maddox & Hoole, 1975). Lessons should be related to students' background knowledge, using such devices as advance organizers (Pressley, Wood, Woloshyn, Martin, King, & Menke, 1992) or simply reminding students of previously learned material at relevant points in the lesson. Enthusiasm (Abrami, Leventhal, & Perry, 1982) and humor (Kaplan & Pascoe, 1977) can also contribute to quality of instruction, as can use of media and other visual representations of concepts (Hiebert, Wearne, & Taber, 1991; Kozma, 1991).

Clear specifiaction of lesson objectives to students (Melton, 1978) and a substantial correlation between what is taught and what is assessed (Cooley & Leinhardt, 1980) contribute to instructional quality, as does frequent formal or informal assessment to see that students are mastering what is being taught (Crooks, 1988; Kulik & Kulik, 1988) and immediate feedback to students of the correctness of their perfornmances (Barringer & Gholson, 1979).

Instructional pace is partly an issue of quality of instruction and partly of appropriate levels of instruction (Slavin, 1994a). In general, content coverage is strongly related to students achievement (Dunkin, 1978; Barr & Dreeben, 1983), Borich (1988), writing on effective teaching, and in an attempt to organize the several findings, presents a complete list of approximately ten teacher behaviors that have shown promising relationships to desirable student outcomes primarily as measured by achievement on classroom and standardized tests. Five

behaviors resulting from these studies have strong research support (Rosenshine, 1971b, 1983; Dunkin & Biddle, 1974: Walberg, 1986: Brophy & Good, 1986) and another five have less support but appear logically related to effective teaching. The first five behaviors are identified as key behaviors, because their presence is considered to be essential for effective teaching. The second five are identified as catalytic, or helping, behaviors that can occur in various mixtures to help implement the key behaviors.

The five key behaviors are (1) clarity in teaching (Borich, 1988), (2) variety in teaching (Borich, 1988, Brophy & Good, 1986; Bropy & Evertson, 1976; Gall, et. al., 1978; Redfield & Rousseau, 1981; Evertson, et. al. 1984), (3) teacher task orientation (Borich, 1988; Rosenshine, 1983; Brophy & Evertson, 1976), (4) student engagement in the learning process (Borich, 1988; Berliner, 1970; Fisher, et. al., 1980), and (5) moderate-to-high success results (Borich, 1988; Fisher, et al., 1980, Bennett, et al., 1981; Brophy & Everston, 1976; Wyne & Stuck, 1982; Rosenshine, 1983.

The five concepts - clarity, variety, task orientation, student engagement, and success rate - represent some of the most important behaviors and skills that are central to modern definitions of effective teaching. It would be safe to say that without the knowledge and skill to present lessons that are clear, that incorporate variety, that are task-oriented, and that actually engage students in the learning process at moderate-to-high rates of success, no teacher could be truly effective in producing desirable patterns of student achievement and attitude.

RESEARCH METHODOLOGY

In processing the objectives of the study the development of a research instrument and the selection and analysis of data were considered.

The development the ETI-S (Effective Teaching Instrument - Students) instrument in the form of questionnaire was undertaken. The content of this instrument was based on the description of effective teaching presented primarily by Borich (1988), and then by Trilianos (1991), and Papandreou (1993, 1995) in addition to taking into consideration all the other studies in the field.

The questionnaire consists of two parts (Appendix): The first part includes four questions referring to the students characteristics of sex, academic performance, and area of studies. The second part includes 41 statements of effective teaching. These statements were distributed by chance but are based on identified elements of effective or less effective teaching.

The data were collected during the 1994-1995 school year from a sample of 528 high school graduating students from Cyprus, who were selected by chance from public Greek Cypriot high schools.

DATA ANALYSIS

The grade point average during the 11th grade studies was the criterion for viewing the data of this study. There were four groups of students. The first group "(1) 18 and up" included

those students who acquired a average grade of 18 and up out of 20 during their previous year studies, the second group "(2) 15-17" included those students with an average of 15 to 17 points out of 20; the third group "(3) 12-14" included those students whose academic performance during the previous last year (1993-94) came to an average of 12, or 13, or 14; and the last category "(4) below 12" included those students who scored below 12 out of 20, but certainly over 10, as 10 out of 20 is considered the lowest passing grade for promotion to senior student status.

Table 1 presents the frequency of students as well as their percentage based on their academic performance during the junior year of studies at the high school.

It is clear from this table that out of the 528 participants most of them (49%) succeeded a 15-17/20 grade average during their junior year in high school. "Outstanding" students (18-20/20) were found at a 19% rate which is not statistically significant, whereas the 4,4% percentage of "12 and below" for the week students (below 12/20) is considered significant at the .05 level.

Table 2 "Effective Teaching Promotion Based on Academic Performance" presents the 41 factors rank ordered according to their mean degree of importance in promoting effective teaching (low promotion - high promotion = 1-6) as well as the ratings of the four student performance groups for each factor. Figure 1 "Teacher Effectiveness Factors as Perceived by Students Groups of Varied Academic Performance" and Figure 2 "Factors of Low Teacher Effectiveness as Perceived by Student Groups of Varied Academic Performnmance" demonstrate in diagram form the findings

of this study described below.

Based on Table 2 and its graphic representations (Figures 1-5) several observations could be made. Among these are the following:

(1) Effective teaching is often perceived differently by students with varied academic performance (Figures 1-2).

(2) Significant differences, at least between two groups of students formulated on the basis of their academic performance, exist for 24, more than half, of the 41 factors presented to students (Tables 20.

(3) Higher performance students recognized at a higher degree elements of generally accepted effective teaching practices (Figures 2,4). Through this study 26 forms of effective teaching were identified (marked higher than "4" on the "1-6" scale). Almost without exception in all 26 cases groups marked the factors either higher or lower, in comparison, with the other three groups, on the basis of their academic performance (Figures 1,2,3). In other words, the oustanding students marked the effectiveness factors at a higher degree than the very good students, the good students and the weak students. The very good students recognized effective teaching at a lower degree than the outstanding students, but certainly higher than the good and weak students. The good students identified teacher effectiveness at a lower degree compared with the very good and the outstanding students but certainly higher than

the weak students. Finally, the weak students failed to recognize effective teaching to the degree the other three groups did (Table 2, Figures 4,5).

(4) Low performmance students marked higher lower teacher effectiveness factors, as those factors were identified by the participating students in general as well as by other research studies (Figures 4,5). Significant differences in recognizing low teacher effectivess (lower than "3" on the 1-6 scale") exists at least between two groups for six factors (Table 2).

(5) Higher student academic peformance is associated with significantly higher degree student perception of the following classroom activities promoting effectiveness in teaching (marked higher than "4" on the "1-6=low - high effectiveness scale") rank ordered according to their mean degree of perceived effectivenss in teaching (Table 2, Figures 1-3).

i. Correction of errors without reprimanding student(s).
ii. Introduction of the element of variety into teaching methodology.
iii. Ending a lesson with a review and/or a summary of what has been offered during the lesson.
iv. Clear, full, and descriptive teacher directions.
v. Appropriate use and acceptance of student ideas when those are promoting lesson objectives.
vi. Division of the lesson into small and understandable parts.

vii. Systematic supervision of homework.

viii Use of several techniques so that student attention is maintained thoughout the lesson.

ix. Presentation of opportunities for practice and exercises related to what was taught.

x. Motion during lesson is neither too fast nor too slow.

xi. Exhibition of variety in teacher's speech, questioning, discussing, and giving exercises.

xii. Small and easily understood steps when lesson content is new.

xiii Motivation of special interest group, e.g. weak students.

xiv. Use of variety in praising students.

xv Consideration of student's prior knowledge.

xvi Student evaluation using reviews, quizzes, tests, and exams.

xvii Handling of descipline problems with the least possible interruption.

xviii Skillful handling of classroom interruption so that the lesson continues smoothly.

(6) It is worth noticing that the lower the student academic performance the higher the student expectation for the devotion of teacher time in dealing with discipline problems.

Overall, the seven most important factors associated with promoting effective teaching according to student perceptions were found (table 2) to be (1) the correction of student errors

without reprimanding, (2) the use of variety while teaching, (3) the display/use of teacher liveliness during the lesson as well as eye contact with all students throughout the lesson, (4) the movement of teacher around the room to help in student seatwork, (5) the ending of the lesson with a review of content covered in the new lesson, (6) the clear and complete teacher directions and (7) the use of appropriate student ideas when those are promoting lesson objectives. On the other hand the least (lower than "2" on a 1-6 scale) influential factors of effective teaching were found to be (1) the teacher comes to class without lesson planning, (2) the teacher deals mostly with good students, (3) the teacher presents new knowledge without taking into consideration student prior knowledge, (4) the lesson is theoretical from beginning to end, (5) teacher fails to supervise student homework, (6) digression from lesson objectives so that conversation takes place about unrelated/not promoting lesson objective matters (7) lack of student testing, (8) lack of content review, (9) a single method of teaching is consistently used, (10) failure to relate the new content with that of the previous one, (11) failure of the teacher to get a student engaged in the learning tasks even though the student exhibits signs of tiredness and boredom.

CONCLUSIONS

The purpose of this study was the identification of effectiveness of selected factors on teaching as perceived by graduating high school students through the criterion of academic

performance. From the analysis of the data it was found that these students sense and/or accept and/or recognize several factors of teacher effectiveness. It was also found that academic performance is significantly associated with the degree of effective teaching recognition.

The basic criterion academic performance of viewing teaching effectiveness had a decisive impact upon the degree of influence of selected factors. It was made clear that teaching effectiveness is viewed differently by good and weak students. The study showed that the various groups of students differ significantly among them for more than half of the selected effective teaching factors. It was found that the higher the academic performance the higher the degree of recognition of forms of effective teaching.

Based on the findings and the scope of this study it is suggested that further research is undertaken in areas like (1) replication of the study at other grades, (2) extension of the study to cover teacher perceptions, (3) replication of the study by subject matter and (4) classroom observations based on the five identified effectiveness criteria and/or the 41 teacher effectiveness factors.

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APPENDIX

FIGURE 1

FIGURE 2

TABLE 1

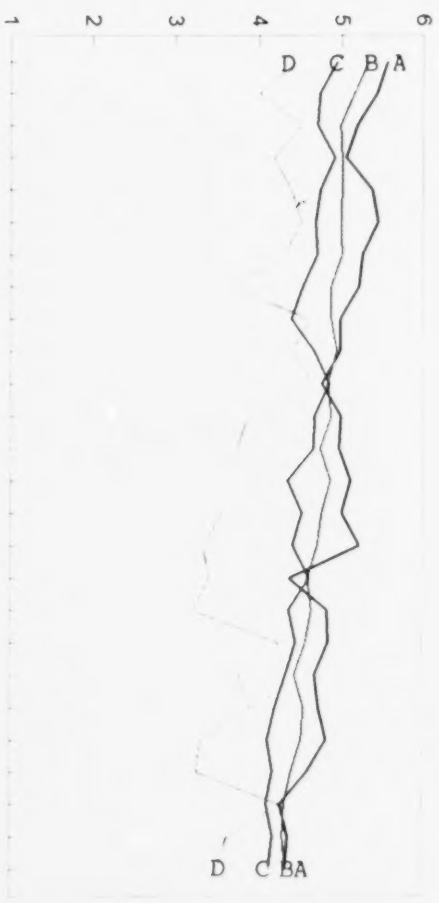
TABLE 2

QUESTIONNAIRE

FIGURE 1

Teacher Effectiveness Factors as Perceived by Student Groups of Varied Academic Performance

TEACHER EFFECTIVENESS FACTOR		MEAN DEGREE OF FACTOR EFFECTIVENESS 1 - 6 = Low - High Teacher Effectiveness
Factor Rank Ordered	Factor Questionnaire Number	
1	28	
2	23	
3	9	
4	32	
5	4	
6	6	
7	15	
8	37	
9	3	
10	17	
11	1	
12	8	
13	27	
14	40	
15	10	
16	39	
17	30	
18	31	
19	2	
20	34	
21	25	
22	21	
23	19	
24	36	
25	12	
26	6	



A = Students with an average academic performance of 18-20/20 during their 11th grade studies.

B = Students with an average academic performance of 15-17/20 during their 11th grade studies.

C = Students with an average academic performance of 12-14/20 during their 11th grade studies.

D = Students with an average academic performance of 10-11/20 during their 11th grade studies.

Figure 2

Teacher Effectiveness Factors as Perceived by Student Groups of Varied Academic Performance

Teacher Effectiveness Factors Rank Ordered

■ A = Students with an average academic performance of 18-20/20 during their 11th grade studies.

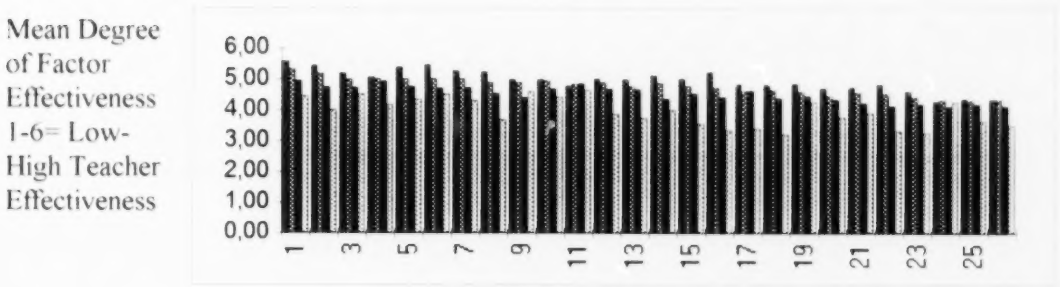
□ B = Students with an average academic performance of 15-17/20 during their 11th grade studies.

◆ C = Students with an average academic performance of 12-14/20 during their 11th grade studies.

◇ D = Students with an average academic performance of 10-11/20 during their 11th grade studies.

Figure 3

Mean Degree of Influence of Teacher Effectiveness by Student Group



A = Students with an average academic performance of 18-20/20 during their 11th grade studies.

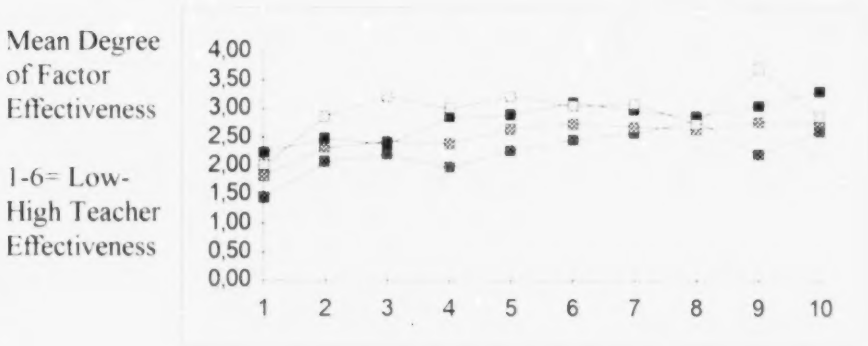
B = Students with an average academic performance of 15-17/20 during their 11th grade studies.

C = Students with an average academic performance of 12-14/20 during their 11th grade studies.

D = Students with an average academic performance of 10-11/20 during their 11th grade studies.

Figure 4

Teacher Effectiveness Factors as Perceived by Student Groups of Varied Academic Performance

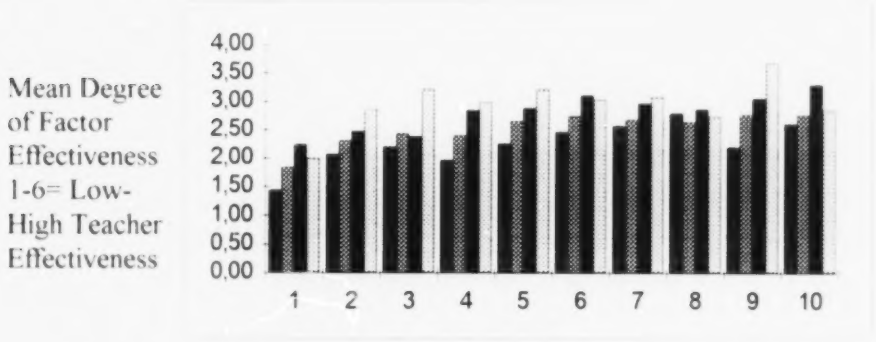


Rank Ordered Factors of Low Teacher Effectiveness

■ A = Students with an average academic performance of 18-20/20 during their 11th grade studies.
□ B = Students with an average academic performance of 15-17/20 during their 11th grade studies.
◆ C = Students with an average academic performance of 12-14/20 during their 11th grade studies.
◇ D = Students with an average academic performance of 10-11/20 during their 11th grade studies.

Figure 5

Mean Degree of Influence of Teacher Effectiveness by Student Group



A = Students with an average academic performance of 18-20/20 during their 11th grade studies

B = Students with an average academic performance of 15-17/20 during their 11th grade studies

C = Students with an average academic performance of 12-14/20 during their 11th grade studies

D = Students with an average academic performance of 10-11/20 during their 11th grade studies

TABLE 1

Freqency and Percentages of Eleventh Grade

Academic Performance (1-20: minimum - maximum)

Grade (Low-High=1-20)	Students f	%	Valid Percent	Cum percent
18 and up	100	18,9	19,0	19,0
15-17	258	48,9	49,0	68,1
12-14	145	27,5	27,6	95,6
12 or below	23	4,4	4,4	100
Unknown	2	0,4	missing	
TOTAL	528	100	100	

TABLE 2

Effective Teaching Promotion Based on Academic Performance

Promotion Rank	Teaching Effectiveness Factor	Student Achievement				F	SAMPLE $\bar{X}$ SD
		18-20	15-17	12-14	10-11		
		Group $\bar{X}$ Low-High Effectiveness = 1-6					
1.	He/she corrects students without reprimanding.	5,56	5,33	4,95	4,45	7,5921*	5,23 1,29
2.	He/she is teaching in several and various ways. For example he/she is using lecture, discussion, independent work, group work, problem solving, cooperation with other students, role playing etc.	5,44	5,16	4,74	4,00	9,9536*	5,04 1,43
3.	The teacher is lively and I feel he/she keeps an eye contact with me all the time.	5,19	4,99	4,71	4,52	3,0015	4,93 1,43
4.	During silent reading and seat work he/she moves around classroom helping students.	5,06	5,01	4,92	4,18	2,5018	4,96 1,44
5.	The teacher ends the lesson with a review and/or a summary of what has been offered during the lesson.	5,38	5,01	4,75	4,35	5,9435*	4,98 1,38
6.	Teacher directions are clear, full, and descriptive.	5,45	5,00	4,69	4,52	8,1527*	4,98 1,29
7.	He/she uses appropriately student ideas and accepts them when they are promoting lesson objectives.	5,26	5,01	4,71	4,30	7,9549*	4,94 1,12
8.	He/she divides the lesson into small and understandable parts.	5,22	4,88	4,54	3,68	10,6498*	4,80 1,40
9.	The teacher systematically supervises homework.	4,99	4,88	4,40	4,61	6,1222*	4,75 1,28
10.	He/she has got a program for what he/she is teaching during a single lesson and during units.	4,99	4,95	4,68	4,41	2,8859	4,86 1,24
11.	The teacher informs the students of the objective at the beginning of the lesson.	4,77	4,84	4,86	4,65	0,3507	4,83 1,11

⌒ = significant difference between these two groups at the 0,05 level

* = At least two groups of students are significantly different at the 0,05 level.

Promotion Rank	Teaching Effectiveness Factor	Student Achievement				F	SAMPLE $\bar{X}$ SD
		18-20	15-17	12-14	10-11		
		Group $\bar{X}$ Low-High Effectiveness = 1-6					
12.	Several techniques so that my attention is maintained throughout the lesson are used.	5,00	4,88	4,68	3,87	5,2806*	4,80 1,36
13.	She/he presents opportunities for practice and exercise related to what was taught.	4,98	4,75	4,67	3,74	6,5164*	4,72 1,25
14.	The motion within the lesson is neither too fast nor too slow.	5,12	4,87	4,36	4,00	12,2584*	4,74 1,23
15.	The teacher exhibits variety in his/her way of speaking, questioning, discussing, and giving exercises.	5,01	4,77	4,53	3,56	11,2517*	4,69 1,82
16.	When the lesson content is new the teacher moves in small, easily understood steps.	5,23	4,72	4,42	3,35	15,8832*	4,67 1,36
17.	He/she motivates special interest groups, e.g. weak students.	4,83	4,60	4,62	3,41	5,9636*	4,60 1,46
18.	She/he uses several ways of praising students.	4,84	4,65	4,38	3,22	9,0002*	4,55 1,47
19.	The teacher helps us to find a way to associate what is being taught with what we know	4,85	4,58	4,46	4,26	2,5304	4,58 1,24
20.	When he/she comes with a program in the classroom I understand that he/she takes into consideration what students already know about the subject.	4,69	4,45	4,34	3,77	3,5424*	4,44 1,30
21.	He/she evaluates students using reviews, quizzes, tests, and exams.	4,74	4,56	4,22	3,91	4,8702*	4,47 1,35
22.	The teacher handles discipline problems with the least possible lesson interruption.	4,83	4,53	4,13	3,32	9,5364*	4,42 1,47
23.	He/she skillfully handles classroom interruptions, like visitation, coming in and going out of the classroom, so that the lesson continues smoothly.	4,61	4,41	4,19	3,27	5,4626*	4,34 1,51

⌒ = significant difference between these two groups at the 0,05 level

* = At least two groups of students are significantly different at the 0,05 level.

Promotion Rank	Teaching Effectiveness Factor	Student Achievement				F	SAMPLE $\bar{X}$ SD
		18-20	15-17	12-14	10-11		
		Group $\bar{X}$ Low-High Effectiveness = 1-6					
24.	When I, or someone else, make a mistake the teacher immediatly handles it.	4,28	4,33	4,11	4,26	0,8797	4,25 1,34
25.	I feel she/he rewards students in a variety of ways.	4,37	4,31	4,19	3,64	1,8255	4,26 1,44
26.	Audiovisual aids to complement the content of the lessson are used.	4,34	4,34	4,14	3,52	2,1701	4,26 1,63
27.	Student disruptions unrelated to the lesson are avoided.	3,84	3,91	3,73	3,61	0,6282	3,84 1,51
28.	From what the teacher is saying, usually at a point in the lesson, e.g. in the middle, I understand by myself what the lesson objective is.	3,95	3,90	4,03	3,83	0,3044	3,94 1,43
29.	Her/his questions and approaches to encouraging students are static, usually the same in every lesson.	3,17	3,61	3,73	3,64	3,1000	3,56 1,46
30.	She/he spends a lot of classroom time dealing with discipline problems.	2,85	2,96	3,50	3,32	5,1979*	3,10 1,51
31.	When I'm tired, not cheerful, not prepared the teacher leaves me alone and avoids any contact with me during the lesson.	3,02	2,83	3,26	3,00	2,0352	3,00 1,71
32.	Every lesson is new and there's no reason to associate it with previous ones.	2,61	2,77	3,30	2,87	4,8449*	2,90 1,59
33.	He/she has a stereotype approach to teaching, e.g. lecture.	2,20	2,78	3,06	3,70	8,2235*	2,78 1,64
34.	I don't feel any review of content is needed, as, like several of my classmates, I understand everything the first time presented.	2,80	2,64	2,87	2,74	0,7120	2,74 1,59
35.	He/she avoids testing us.	2,57	2,68	2,97	3,09	1,7090	2,77 1,67
36.	Often times he/she talks about things outside the lesson objectives in order to just spend time.	2,46	2,74	3,11	3,04	3,6416*	2,80 1,61

——— = significant difference between these two groups at the 0,05 level

* = At least two groups of students are significantly different at the 0,05 level.

Promotion Rank	Teaching Effectiveness Factor	Student Achievement				F	SAMPLE $\bar{X}$ SD
		18-20	15-17	12-14	10-11		
		Group $\bar{X}$ Low-High Effectiveness = 1-6					
37.	I'm so happy because the teacher doesn't check homework regularly because, like several of my classmates, I have no time to work on it.	2,26	2,65	2,89	3,22	3,9802*	2,67 1,61
38.	The lesson is theoretical throughout	1,96	2,40	2,85	3,00	9,0984*	2,47 1,44
39.	The teacher usually works with good students.	2,20	2,43	2,38	3,22	2,1193	2,41 1,76
40.	The teacher is selecting and offering the curriculum content with consideration of the students level of competence in the field.	2,07	2,31	2,47	2,87	2,3080	2,33 1,54
41.	The teacher comes to class without any plan.	1,44	1,83	2,24	2,00	5,4591*	1,88 1,56

⌒ = significant difference between these two groups at the 0,05 level

* = At least two groups of students are significantly different at the 0,05 level.

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

ΛΕΥΚΩΣΙΑ

Αγαπητέ Μαθητή/Αγαπητή Μαθήτρια,

Το ερωτηματολόγιο που κρατάς στα χέρια σου είναι το μέσο συλλογής δεδομένων για το θέμα "Αποτελεσματική Διδασκαλία". Σκοπός της έρευνας που γίνεται είναι η διερεύνηση των απόψεων των μαθητών για το πιο πάνω θέμα.

Η γνώμη σου έχει τεράστια σημασία και είναι αυτή που ίσως οδηγήσει σε σημαντικά συμπεράσματα.

Παρακαλώ, δήλωσε ΑΝΩΝΥΜΑ τις απόψεις σου και δώσε το ερωτηματολόγιο στον καθηγητή που είναι υπεύθυνος για τη συλλογή των ερωτηματολογίων στην ταξη σου / στο σχολείο σου.

Σε ευχαριστώ εκ των προτέρων για τη συμβολή σου σε ένα τόσο σημαντικό θέμα, όπου η άποψή σου είναι ουσιώδης.

Μετά τη στατιστική ανάλυση των δεδομένων, τα αποτελέσματα θα ανακοινωθούν.

Δρ. Ανδρέας Π. Παπανδρέου

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

ΑΠΟΤΕΛΕΣΜΑΤΙΚΗ ΔΙΔΑΣΚΑΛΙΑ

ΠΑΡΑΚΑΛΩ ΑΠΑΝΤΗΣΤΕ ΣΕ ΟΛΕΣ ΤΙΣ ΕΡΩΤΗΣΕΙΣ, ΔΗΛΩΝΟΝΤΑΣ ΑΝΩΝΥΜΑ ΤΗ ΓΝΩΜΗ ΣΑΣ ΓΙΑ ΤΟ ΘΕΜΑ "ΑΠΟΤΕΛΕΣΜΑΤΙΚΗ ΔΙΔΑΣΚΑΛΙΑ". ΣΗΜΕΙΩΣΤΕ ΜΕ ✓ ή Χ ΣΤΟ ΤΕΤΡΑΓΩΝΟ ΠΟΥ ΤΑΙΡΙΑΖΕΙ ΣΤΗΝ ΠΕΡΙΠΤΩΣΗ ΣΑΣ.

ΜΕΡΟΣ Α

1. Φύλο

   1. Μαθητής ☐
   2. Μαθήτρια ☐

2. Ο τελικός βαθμός μου πέρσι στη Β' τάξη Λυκείου ήταν (17 14/15 Θεωρείται 17 κ.ο.κ.):

   1. 18 και πάνω ☐
   2. 15-17 ☐
   3. 12-14 ☐
   4. 12 ή πιο κάτω ☐

3. Ο συνδυασμός μαθημάτων που ακολουθώ είναι:

   1. Σ1 ☐
   2. Σ2 ☐
   3. Σ3 ☐
   4. Σ4 ☐
   5. Σ5 ☐

ΜΕΡΟΣ Β

'Εχεις αρκετά χρόνια ως μαθητής στο λύκειο, στο γυμνάσιο, στο δημοτικό σχολείο. Μέσα στα χρόνια αυτά έχεις παρατηρήσει διάφορα είδη διδασκαλίας από διάφορους καθηγητές και δασκάλους. Ορισμένες μορφές αυτής της διδασκαλίας πιθανόν να σου έκαναν εντύπωση, και ορισμένες να μην σου άρεσαν και τόσο. 'Αλλες σε βοήθησαν να μάθεις περισσότερα και γρηγορότερα και με ενδιαφέρον ενώ άλλες όχι. Πιο κάτω υπάρχει ένας κατάλογος διάφορων ενεργειών των δασκάλων και των καθηγητών σου στη μορφή παραγόντων. Απέναντι από τον κάθε ένα υπάρχει η κλίμακα 1-6, όπου "1" σημαίνει δε μου άρεσε ο παράγων αυτός, δε με βοήθησε και δε νομίζω ότι αυτός ο παράγων βοηθά την προαγωγή της αποτελεσματικής διδασκαλίας και όπου "6" σημαίνει πραγματικά ο παράγων αυτός με βοήθησε σε μεγάλο βαθμό να επιτύχω τους στόχους μου, στα διαγωνίσματα και στις εξετάσεις, και γενικά αισθάνομαι ότι έμαθα, ότι ο χρόνος μου δεν πήγε χαμένος, και πραγματικά νομίζω ότι αυτός ο παράγων προάγει την αποτελεσματική διδασκαλία. Οι άλλες υποδιαιρέσεις "2-5" έχουν σημασία ανάλογα με τη θέση τους και την απόσπαση τους από τα δύο άκρα.

Διάφοροι καθηγητές/δάσκαλοι σου έχουν προβεί ή προβαίνουν στις ενέργειες που ακολουθούν. Πόσο νομίζεις αυτές οι ενέργειες σε βοήθησαν να πραγματώσεις το σκόπό σου για τον οποίο βρίσκεσαι στο σχολείο, σε συνδυασμό με το πόσο πιστεύεις αυτές οι ενέργειες αν γίνονταν ή δεν γίνονταν θα προήγαγαν την αποτελεσματική διδασκαλία. Αν κάτι, για παράδειγμα δε σου αρέσει εσένα του ίδιου αλλά νομίζεις ότι αυτή η ενέργεια θα βοηθήσει τους μαθητές γενικά τότε να σημειώσεις τον ανάλογο αριθμό σημασίας παραβλέποντας την προσωπική σου τάση. Αυτό ισχύει επίσης και σε αντίστροφη κατάσταση.

Αναφορά στην αποτελεσματική διδασκαλία σημαίνει τέτοιες ενέργειες των δασκάλων και των καθηγητών ώστε να βοηθούν τους μαθητές γενικά να μαθαίνουν ευκολότερα και καλύτερα το τι σκοπεύεται σε κάθε μάθημα και μάλιστα να αποδεικνύεται αυτή η επίδοση με τα αποτελέσματα στις ασκήσεις, στα διαγωνίσματα, στα γενικά διαγωνίσματα, στις εξετάσεις και στις ενιαίες εξετάσεις.

ΜΕΡΟΣ Β

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

Από την πείρα μου στο δημοτικό σχολείο, στο γυμνάσιο, και στο λύκειο και έχοντας την ευκαιρία να παρακολουθήσω μαθήματα από πολλούς δασκάλους και καθηγητές οι πιο κάτω παράγοντες προάγουν την αποτελεσματική διδασκαλία τόσο όσο είναι ο κύκλος με τον οποίο περιβάλλω τον αρμόζοντα ορισμό.

		Χαμηλή Προαγωγή			Ψηλή Προαγωγή		
1.	Ο δάσκαλος/ο καθηγητής πληροφορεί τους μαθητές για το στόχο στην αρχή του μαθήματος	1	2	3	4	5	6
2.	Ο δάσκαλος/ο καθηγητής μας βοηθά να βρούμε ένα τρόπο με τον οποίο να συνδέσουμε τη νέα ύλη που προσφέρει	1	2	3	4	5	6
3.	Ο δάσκαλος/ο καθηγητής ελέγχει συστηματικά τα καθήκοντα που είχαμε από το προηγούμενο μάθημα περιλαμβανόμενης και της κατ' οίκον εργασίας	1	2	3	4	5	6
4.	Ο δάσκαλος/ο καθηγητής τελειώνει το μάθημα του με μια αναθεώρηση/ περίληψη του τι πρόσφερε σ' αυτό το καινούριο μάθημα	1	2	3	4	5	6
5.	Οι οδηγίες του δασκάλου/καθηγητή είναι καθαρές, πλήρεις, σαφείς	1	2	3	4	5	6
6.	Χρήση εποπτικών/ακουστικών μέσων, π.χ. εικόνες, μαγνητόφωνο, για διαλεύκανση του περιεχομένου της διδασκαλίας	1	2	3	4	5	6
7.	Το μάθημα είναι θεωρητικό από την αρχή μέχρι το τέλος	1	2	3	4	5	6
8.	Χρησιμοποίηση διάφορων μορφών τεχνικής ώστε να προσελκύεται η προσοχή μου στην αρχή και να διατηρείται κατά τη διάρκεια του μαθήματος	1	2	3	4	5	6
9.	Ο δάσκαλος/καθηγητής χρησιμοποιεί ζωντάνια στο μάθημα και αισθάνομαι ότι έχει με το βλέμμα του επαφή μαζί μου και με όλους τους μαθητές καθόλη τη διάρκεια του μαθήματος	1	2	3	4	5	6

		Χαμηλή Προαγωγή			Ψηλή Προαγωγή		
10.	Επιδεικνύει ποικιλία στον τρόπο που μιλά, στις ερωτήσεις που υποβάλλει, στον τρόπο συζητήσης, και στις ασκήσεις που δίνει	1	2	3	4	5	6
11.	Κάθε μάθημα είναι νέο και δε χρειάζεται να ενώνεται με τα προηγούμενα μαθήματα	1	2	3	4	5	6
12.	Αισθάνομαι ότι αμείβει τους μαθητές με ποικίλους τρόπους	1	2	3	4	5	6
13.	'Οταν είμαι κουρασμένος, άκεφος και αμελέτητος ο καθηγητής/δάσκαλος με αφήνει στην ησυχία μου και αποφεύγει την επαφή μαζί μου κατά τη διάρκεια του μαθήματος	1	2	3	4	5	6
14.	Οι ερωτήσεις του και η ενθάρρυνση που δίνει στους μαθητές να απαντήσουν σχεδόν πάντα έχουν την ίδια μορφή	1	2	3	4	5	6
15.	Χρησιμοποιεί κατάλληλα τις ιδέες των μαθητών και τις αποδέχεται όταν προωθούν τους σκοπούς του μαθήματος	1	2	3	4	5	6
16.	Διδάσκει συνήθως με τον ίδιο τρόπο, π.χ. διάλεξη	1	2	3	4	5	6
17.	Ο δάσκαλος/ καθηγητής έχει πρόγραμμα για το τι διδάσκει τόσο σε ένα συγκεκριμένο μάθημα όσο και στις ενότητες	1	2	3	4	5	6
18.	Αποφεύγει να κάνει διαγωνίσματα	1	2	3	4	5	6
19.	Χειρίζεται εύστοχα τις διακοπές από επισκέψεις, εισόδους και εξόδους από την τάξη, χωρίς ουσιαστικά να διακόπεται η ροή του μαθήματος	1	2	3	4	5	6
20.	Ευτυχώς που δεν ελέγχει συστηματικά τη δουλειά στο σπίτι, γιατί συνήθως δεν έχω χρόνο, όπως και πολλοί άλλοι μαθητές, να τη συμπληρώσω.	1	2	3	4	5	6
21.	Μπορεί εύκολα να χειρίζεται πειθαρχικά παραπτώματα με ελάχιστη διακοπή του μαθήματος	1	2	3	4	5	6

		Χαμηλή Προαγωγή			Ψηλή Προαγωγή		
22.	Από το τι λέγει ο καθηγητής/ο δάσκαλος, συνήθως σε κάποιο σημείο του μαθήματος, π.χ. στη μέση, καταλαβαίνω από μόνος/μόνη μου ποιος είναι ο σκοπός του μαθήματος	1	2	3	4	5	6
23.	Διδάσκει με διάφορους και ποικίλους τρόπους. Για παράδειγμα χρησιμοποιείται η διάλεξη, η συζήτηση, η ατομική εργασία, η ομαδική εργασία, η λύση ασκήσεων και προβλημάτων, η συνεργασία με άλλους μαθητές, η δραματοποίηση, κ.ά.	1	2	3	4	5	6
24.	Ο δάσκαλος/ο καθηγητής προχωρεί στην παρουσίαση νέας ύλης χωρίς να λαμβάνει υπόψη του το επίπεδο της πλειονότητας των μαθητών της τάξης	1	2	3	4	5	6
25.	Εγκαθιδρύει τελικά αποτελέσματα για την πρόοδο των μαθητών στο μάθημα με τη μορφή επαναλήψεων, διαγωνισμάτων και εξετάσεων.	1	2	3	4	5	6
26.	Πολλές φορές ο δάσκαλος/ ο καθηγητής ξεφεύγει από το σκοπό του μαθήματος και μιλούμε για άλλα θέματα απλώς για να περάσει η ώρα.	1	2	3	4	5	6
27.	Δίνει ευκαιρίες για εξάσκηση στο τι διδάσκεται	1	2	3	4	5	6
28.	'Οταν ένας μαθητής κάνει λάθος τον διορθώνει χωρίς να τον επικρίνει	1	2	3	4	5	6
29.	Δεν αισθάνομαι ότι χρειάζεται κάποια περίληψη των όσων λέχθηκαν στο μάθημα, γιατί συνήθως τα αντιλαμβάνομαι όλα, όπως πολλοί άλλοι μαθητές, από την πρώτη φορά.	1	2	3	4	5	6
30.	Μπορεί και χρησιμοποιεί την τεχνική προσέλκυσης ενδιαφέροντος μεταξύ ειδικών ομάδων μαθητών, π.χ. τους αδύνατους.	1	2	3	4	5	6
31.	Ο έπαινος των μαθητών που χρησιμοποιείται είναι ποικίλος.	1	2	3	4	5	6
32.	'Οταν αναθέτει σιωπηρές εργασίες περιφέρεται στην τάξη και βοηθά τους μαθητές	1	2	3	4	5	6

		Χαμηλή Προαγωγή					Ψηλή Προαγωγή
33.	Αφιερώνεται πολύς χρόνος για λύση πειθαρχικών προβλημάτων μέσα στην τάξη	1	2	3	4	5	6
34.	'Οταν έρχεται με ένα πρόγραμμα διδασκαλίας στην τάξη αντιλαμβάνομαι ότι λαμβάνει υπόψη του τι ήδη γνωρίζει η τάξη για το θέμα ή την ενότητα	1	2	3	4	5	6
35.	Αποφεύγονται οι διακοπές μαθητών που δεν έχουν σχέση με το μάθημα	1	2	3	4	5	6
36.	'Οταν κάνω εγώ ή άλλος μαθητής ακαδημαϊκό λάθος επιλαμβάνεται αμέσως του προβλήματος αυτού	1	2	3	4	5	6
37.	Διαχωρίζει το μάθημα σε μικρά και εύκολα αντιληπτά μέρη	1	2	3	4	5	6
38.	Ο δάσκαλος/ο καθηγητής εργάζεται πιο πολύ με τους καλούς μαθητές	1	2	3	4	5	6
39.	Η μεταφορά σε νέο περιεχόμενο, σε νέα ύλη γίνεται με μικρά και ευκολοκατανόητα βήματα	1	2	3	4	5	6
40.	Εγκαθιδρύεται κεκτημένη ταχύτητα προαγωγής των στόχων ενός μαθήματος, δηλ. προχωρεί ούτε πολύ γρήγορα ούτε πολύ αργά	1	2	3	4	5	6
41.	Ο δάσκαλος/καθηγητής έρχεται απρογραμμάτιστος στο μάθημα	1	2	3	4	5	6

Εδώ είναι το τέλος του ερωτηματολογίου. Μπορείς να ξανασκεφτείς τις απαντήσεις σου αν θέλεις. 'Ομως, μην κοιτάξεις τις απαντήσεις που έδωσε ο διπλανός σου, για να δώσεις κι εσύ τις ίδιες. 'Οταν τελειώσεις μπορείς να δώσεις το ερωτηματολόγιο στον καθηγητή σου. Σ' ευχαριστώ για τη συμμετοχή σου στην έρευνα.

PART B

QUESTIONNAIRE

(Translation into English from original Greek)

Based on my experience in the elementary school, the junior high school, and the high school and having the opportunity to attend classes of several teachers the following factors promote effective teaching as much as the circled number.

		Low Promotion					High Promotion
1.	The teacher informs the students of the objective at the beginning of the lesson.	1	2	3	4	5	6
2.	The teacher helps us to find a way to associate what is being taught with what we know	1	2	3	4	5	6
3.	The teacher systematically supervisers homework.	1	2	3	4	5	6
4.	The teacher ends the lesson with a review and/or a summary of what has been offered during the lesson.	1	2	3	4	5	6
5.	Teacher directions are clear, full, and descriptive.	1	2	3	4	5	6
6.	Audiovisual aids to complement the content of the lessson are used.	1	2	3	4	5	6
7.	The lesson is theoretical throughout.	1	2	3	4	5	6
8.	Several techniques so that my attention is maintained throughout the lesson are used.	1	2	3	4	5	6
9.	The teacher is lively and I feel he/she keeps an eye contact with me all the time.	1	2	3	4	5	6
10.	The teacher exhibits variety in his/her way of speaking, questioning, discussing, and giving exercises.	1	2	3	4	5	6
11.	Every lesson is new and there's no reason to associate it with previous ones.	1	2	3	4	5	6

		Low Promotion					High Promotion
12.	I feel she/he rewards students in a variety of ways.	1	2	3	4	5	6
13.	When I'm tired, not cheerful, not prepared the teacher leaves me alone and avoids any contact with me during the lesson.	1	2	3	4	5	6
14.	Her/his questions and approaches to encouraging students are static, usually the same in every lesson.	1	2	3	4	5	6
15.	He/she uses appropriately student ideas and accepts them when they are promoting lesson objectives.	1	2	3	4	5	6
16.	He/she has a stereotype approach to teaching, e.g. lecture.	1	2	3	4	5	6
17.	He/she has got a program for what he/she is teaching during a single lesson and during units.	1	2	3	4	5	6
18.	He/she avoids testing us.	1	2	3	4	5	6
19.	He/she skillfully handles classroom interruptions, like visitation, coming in and going out of the classroom, so that the lesson continues smoothly.	1	2	3	4	5	6
20.	I'm so happy because the teacher doesn't check homework regularly because, like several of my classmates, I have no time to work on it.	1	2	3	4	5	6
21.	The teacher handles discipline problems with the least possible lesson interruption.	1	2	3	4	5	6
22.	From what the teacher is saying, usually at a point in the lesson, e.g. in the middle, I understand by myself what the lesson objective is.	1	2	3	4	5	6
23.	He/she is teaching in several and various ways. For example he/she is using lecture, discussion, independent work, group work, problem solving, cooperation with other students, role playing etc.	1	2	3	4	5	6

		Low Promotion			High Promotion		
24.	The teacher is selecting and offering the curriculum content with consideration of the students level of competence in the field.	1	2	3	4	5	6
25.	He/she evaluates students using reviews, quizzes, tests, and exams.	1	2	3	4	5	6
26.	Often times he/she talks about things outside the lesson objectives in order to just spend time.	1	2	3	4	5	6
27.	She/he presents opportunities for practice and exercise relating to what was taught.	1	2	3	4	5	6
28.	He/she corrects students without reprimanding.	1	2	3	4	5	6
29.	I don't feel any review of content is needed, as, like several of my classmates, I understand everything the first time presented.	1	2	3	4	5	6
30.	He/she motivates special interest groups, e.g. weak students.	1	2	3	4	5	6
31.	She/he uses several ways of praising students.	1	2	3	4	5	6
32.	During silent reading and seat work he/she moves around classroom helping students.	1	2	3	4	5	6
33.	She/he spends a lot of classroom time dealing with discipline problems.	1	2	3	4	5	6
34.	When he/she comes with a program in the classroom I understand that he/she takes into consideration what students already know about the subject.	1	2	3	4	5	6
35.	Student disruptions unrelated to the lesson are avoided.	1	2	3	4	5	6

		Low Promotion			High Promotion		
36.	When I, or someone else, make a mistake the teacher immediatly handles it.	1	2	3	4	5	6
37.	He/she divides the lesson into small and understandable parts.	1	2	3	4	5	6
38.	The teacher usually works with good students.	1	2	3	4	5	6
39.	When the lesson content is new the teacher moves in small, easily understood steps.	1	2	3	4	5	6
40.	The motion within the lesson is neither too fast nor too slow.	1	2	3	4	5	6
41.	The teacher comes to class without any plan.	1	2	3	4	5	6

This is the end of the questionnaire. You make think over your answer if you want. However, do not look at your neighbour's answers in order to give the same ones. When you finish give this to your teacher. Thank you for your participation in this study.